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ABSTRACT

An analysis of how and why people behave toward each other as they do is the focus of this quinmester, elective course for grades 10 through 12. It includes group dynamics, ways of communicating with people effectively, problems of interpersonal relationships, conflict and adjustment, value systems, prejudice, and decision making on a group and individual basis. Some of the course goals are for students to generalize that: 1) human beings are in all ways similar and in all ways unique; 2) all human beings experience conflict and adjustment; 3) prejudice, preconception, and ignorance of other people tend to generate fear and hatred; 4) group cooperation generally facilitates problem solving; and, 5) it would be a gift if we could see ourselves as others see us. The guide is divided into a broad goals section, a content outline, objectives and learning activities, and required and supplementary resources for teacher and student. Learning activities include experiences in self revelation, simulation games, small and large group discussions, and role playing. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/AWW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SO 002 965

HUMAN RELATION

SOCIAL STUDIES
6425.04
6448.52

HOME AND FAMILY EDUCATION
6763.07

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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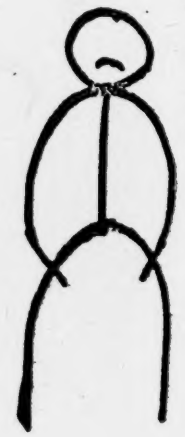

by

Jack A. Norris, Jr.

for the
Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

NOTE TO TEACHER

The Division of Instruction, Dade County Public Schools, has produced a Human Relations guide, Curriculum Bulletin - 9L, which is available at this time (1971). The units in this guide include:

1. The Development of Personality
2. Individual Perception of Self and Others
3. Problems and Conflicts Among Individuals and Groups
4. Effectiveness of Communication

Selections from this guide may serve as a supplement to or in place of the quinmester course, Human Relations.

COURSE DESCRIPTION: AN ANALYSIS OF HOW AND WHY PEOPLE BEHAVE TOWARD EACH OTHER AS THEY DO. INCLUDES GROUP DYNAMICS, WAYS OF COMMUNICATING WITH PEOPLE EFFECTIVELY, PROBLEMS OF INTERPERSONAL RELATIONSHIPS, CONFLICT AND ADJUSTMENT, VALUE SYSTEMS, PREJUDICE, AND DECISION MAKING ON A GROUP AND INDIVIDUAL BASIS.

CLUSTER: Behavioral Studies
GRADE LEVEL: 10 - 12
COURSE STATUS: Elective
INDICATORS OF SUCCESS: None

COURSE RATIONALE: If it is the function of the teacher to help students define reality and deal with it adequately, then facts, ideas, and processes of human interaction constitute legitimate curricula offerings.

INTRODUCTORY LEARNING ACTIVITIES

1. Have each student tell the class what they would like to be called. (nickname)

2. Ask the class to sit in a circle so everyone is facing each other.

3. Allow them to speak freely and openly about their expectations for the course. Let them discuss any fears or hopes they have about the course at this time.

4. This is the time to have the students set some goals and directions for the course.

After the above discussion, you may want to use a little exercise to relax the students and to introduce them to some of the techniques that will be used.

Instructions:

Tell students;..... close yours eyes and let your minds flow. (pause)

Now, come in contact with where you are in your "mind's eye." (pause)

Now, focus in on a very happy or pleasing experience you've had in your life.

Stay with it!

Teacher: (Allow a long period of time)

Now, slowly, very slowly, come back to the group. Open your eyes slowly and take a deep breath.

Now, relax and sit silently. You can look at the other persons in the circle but don't say anything.

After a short pause, have the students break into groups of four and encourage the students to discuss how they felt when they were in the large group with their eyes closed.

SECOND ACTIVITY:

Have students sit in dyads back to back so that they cannot see their partners.

Have them communicate verbally asking questions about each other. After five minutes, ask them to turn around and face each other (without speaking).

Now they are to communicate only with their eyes. (non-verbal communication)...Allow a few minutes.

Now relax and communicate your feelings to your friend (partner).

THIRD ACTIVITY: GAME OF SURVIVAL

* Teacher to give instructions.

Have students close their eyes.

Instructions:

You are now traveling through space being pulled by a mysterious force. (pause)

You and your friends awake to find yourselves stranded on a foreign planet with much vegetation, wildlife, and plenty of fresh water.

You must depend upon yourself and the persons with you to organize for an indefinite stay on this planet.

You must work as a group to set up a Mini-civilization or a community based on surviving.

NOTE: This activity can go on for an extended period of time. Please allow several class meetings for this activity.

* Use "Human Relations Survey" in appendix to survey the students in your class during the 1st or 2nd class. Then again on the last day of class. Compare results.

COURSE GOALS: THE STUDENT WILL GENERALIZE THAT:

1. HUMAN BEINGS ARE IN ALL WAYS SIMILAR AND IN ALL WAYS UNIQUE.
2. ALL HUMAN BEINGS EXPERIENCE CONFLICT AND ADJUSTMENT.
3. EACH PERSON HAS HIS OWN VALUE SYSTEM AND THAT SYSTEM AFFECTS HIS RELATIONSHIPS WITH OTHERS.
4. PREJUDICE, PRECONCEPTION, AND IGNORANCE OF OTHER PEOPLE TEND TO GENERATE FEAR AND HATRED.
5. DECISION MAKING CAN BE ACCOMPLISHED ON AN INDIVIDUAL AND GROUP BASIS.
6. GROUP COOPERATION GENERALLY FACILITATES PROBLEM SOLVING.
7. ANALYSIS OF GROUP INTERACTION CAN BE MADE THROUGH GROUP ROLE IDENTIFICATION.
8. EFFECTIVE BEHAVIOR IS CHOSEN THROUGH AN ACTIVE DECISION MAKING PROCESS.
9. IT WOULD BE A GIFT IF WE COULD SEE OURSELVES AS OTHERS SEE US.

COURSE CONTENT OUTLINE:

I. Uniqueness of Human Beings

II. Conflict and Adjustment

III. Value System

IV. Prejudice and Preconception

V. Decision Making

VI. Cooperation and Problem Solving

VII. Group Interaction

VIII. Effective Behavior

IX. Introspection

GOAL 1: THE STUDENT WILL GENERALIZE THAT HUMAN BEINGS ARE IN ALL WAYS SIMILAR AND IN ALL WAYS UNIQUE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HUMAN BEINGS ARE IN ALL WAYS SIMILAR AND IN ALL WAYS UNIQUE.	Students will use self-revelation as a vehicle for understanding self and having others understand them better.	1. Have students read, Transparent Self, by Sidney Jourard. The book explains self-revelation as a vehicle to understanding the self better and as an aid to establishing deep inter-personal relationships of lasting value. 2. Have students arrange themselves in groups of eight, forming circles so as to be able to face one another and see everyone at the same time. Suggest someone keep track of the time...announcing 3 minute intervals. During the intervals, each student in the circle will communicate verbally a short auto-biography covering some of the things he or she thinks are important to know about themselves. Example: I was born in _____ and lived most of my life in _____. My favorite things to do are _____.
NOTE TO TEACHER:	Perceiving, Behaving, Becoming: Perceiving, Behaving, Becoming has been identified by the writer as the main text for students. It is suggested that the book be assigned as an on-going reading assignment throughout the course.	3. Have students in 3 minutes tell: a. The craziest thing I've done in the last 2 years is... b. The person who has most influenced me in my life is... c. If I could go anywhere right now I would go to... d. A central goal in my life is to...

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. I love... f. I hate... 4. Have the class discuss: YOU CAN ONLY KNOW SOMEONE TO THE DEGREE TO WHICH THEY ARE WILLING TO BE KNOWN!

GOAL 2: THE STUDENT WILL GENERALIZE THAT ALL HUMAN BEINGS EXPERIENCE CONFLICT AND ADJUSTMENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ALL HUMAN BEINGS EXPERIENCE CONFLICT AND ADJUSTMENT.	Students will identify and then apply conflict resolution techniques.	Instruct students in using the Simulation Games, such as: Generation Gap Simulates the interaction between a parent and an adolescent son or daughter with respect to certain issues on which they may have opposing views. Purpose is to give some understanding of the structure of power and interdependence in the family and to shape effective strategies for handling the conflict. Parents and teens do not compete against each other, but parents against parents and teenagers against teenagers. (Students can role play the part of the parents.) Western Publishing Company, Inc. Dangerous Parallel A simulation in which students play ministerial roles for six fictionalized countries facing a situation approximating that of the Korean War. A principal objective is to teach students about some of the factors involved in decision making and conflict resolution... and group processes. Scott Foresman & Company 1900 East Lake Avenue Glenville, Illinois 60025.

GOAL 3: THE STUDENT WILL GENERALIZE THAT EACH PERSON HAS HIS OWN VALUE SYSTEM AND THAT SYSTEM AFFECTS HIS RELATIONSHIPS WITH OTHERS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
EACH PERSON HAS HIS OWN VALUE SYSTEM AND THAT SYSTEM AFFECTS HIS RELATIONSHIPS WITH OTHERS.	The student will analyze the interaction of persons with different value systems.	1. For class discussion: "I have only one truth, my own, but I recognize other mens' truths." Jean Paul Sartre What do you think Sartre was saying? 2. Have students break into groups of four and allow each member of the group to explain his views, beliefs, and values concerning the following: Money: If you had $100.00 given to you as a prize, what would you do with it? Politics: How do you view the Vietnam War? School Integration? The draft? Religion: Is there a God? If so, what is he like? Leisure Time: Given a summer, how would you spend it? What do you enjoy doing during your free time? 3. Situation: Two friends decide to buy a boat that is only partially finished. John is buying the boat to use as a pleasure craft for an indefinite period of time and then sell for a profit. Jim sees the purpose of the boat as an investment of money which will pay high dividends when completed and sold for a profit.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Question: Do you think this will make a good partnership? Yes, because..... No, because..... * Is there a Value Conflict here? Reading reference: The Art of Loving, by Erich Fromm. 4. Situation: John is employed by a man whose guiding principle in business is "get the money... I don't care how you make the sale or what you have to promise in order to sell the deal, but get the money." John has a family and wants to do a good job of selling, but doesn't believe in any trickery or deception in selling his product. He is a good salesman,but his guiding principle in business is "honesty and fair dealing." WHAT PROBLEMS MAY ARISE OUT OF THE ABOVE BUSINESS RELATIONSHIP? Class discussion might be in order or possibly a role playing situation acted-out in class. 5. Generate class discussions concerning possible VALUE CONFLICTS in dating situations by: Asking class to suggest incidences of conflicts.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		A role playing situation wherein the boy takes the girl's role and the girl takes the boy's role during a simulated dating situation: a. First date b. Black & White c. "Parking" - when girl wants to go home. d. Bring girl home late with father waiting on the porch. 6. Contrast and compare opinions of the younger generation with that of the older generation on: a. Curfews b. Styles of dress c. Hair length d. Education e. Friends f. Recreation g. Smoking h. Drinking of alcoholic beverages i. Vietnam j. Sexual Mores h. Ethics

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Reading reference: Status Seekers, by Vance Packard.
		7. Show filmstrips, Values for Teenagers: The Choice is Yours, and I Never Looked At It That Way Before, Guidance Associates.

GOAL 4: THE STUDENT WILL GENERALIZE THAT PREJUDICE, PRECONCEPTION, AND IGNORANCE OF OTHER PEOPLE TEND TO GENERATE FEAR AND HATRED.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PREJUDICE, PRECONCEPTION, AND IGNORANCE OF OTHER PEOPLE TEND TO GENERATE FEAR AND HATRED. (THE BEGINNING OF WISDOM IS AN AWARENESS OF ONE'S OWN IGNORANCE..) Socrates	Students will discuss critically a variety of situations wherein - prejudice, ignorance, fear, and hatred are exemplified.	1. Read aloud to the class, "BRUTALIZATION: BARTENDER AND SHERIFF," p. 18 in Intergroup Relations for the Classroom Teacher, by Charlotte Epstein. Houghton Mifflin Company, Boston, 1968. Allow and encourage students to express their reactions to the incident just read. Read aloud in class: a. "Separation: Age 14," p. 13. b. "Denigration: Age 9," p. 8. c. "Black/White Dichotomization," p. 5. ibid Again allow students to react to these short incidents and encourage discussion of how they feel. 2. Have students use the Simulation Game, GHETTO. (Simulates ghetto conditions as students play the role of fictional persons who seek to improve themselves and their neighborhood. Not recommended for ghetto students.) Western Publishing Company, Inc. 3. For a variety of activities which deal with prejudice and stereotyping, use: IMAGES OF PEOPLE, developed by Sociological Resources for Social Studies.

GOAL 5: THE STUDENT WILL GENERALIZE THAT DECISION MAKING CAN BE ACCOMPLISHED ON AN INDIVIDUAL AND GROUP BASIS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
DECISION MAKING ON AN INDIVIDUAL AND GROUP BASIS.	A. The students will participate in difficult decision making on an individual basis.	PROJECT CAMPUS CRISIS Use copies of worksheet No. # 2 in appendix to be handed out to students. Instructions are on worksheet. This activity will give students an opportunity to participate in decision making in a simulated crisis situation wherein the student is asked to make difficult decisions from the point of view of an administrator in a college.
	B. The students will participate in difficult decision making on a group consensus basis.	1. Have students work through the sheet by themselves without discussing the project with any other member of the class. After they complete the worksheet, allow them to compare their answers in a small group of eight persons..... then ask them to make a group decision wherein they reach a complete consensus or a partial consensus. 2. Have students read, Voices of Dissent: Positive Goal or Disruptive Evil?

GOAL 6: THE STUDENT WILL GENERALIZE THAT GRUOP COOPERATION GENERALLY FACILITATES PROBLEM SOLVING.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
GROUP COOPERATION GENERALLY FACILITATES PROBLEM SOLVING. / "Two Heads Are Better Than One." /	The students will participate in group processes in order to draw conclusions about the effectiveness of cooperation in group interaction.	1. N.A.S.A. - DECISION BY CONSENSUS. Worksheet and instructions to be found in appendix # 3. (A survival "Stranded on the Moon" situation wherein a group must take decisions which affect its survival. 2. Building contractors know that in many cases it is wiser to hire two men to do an hourly job because, "two men can do in one hour what takes 1 man 3 hours to do." Have students discuss the possible reasons for the above ratio. 3. LIFE IS LIKE A CHESS GAME. Arrange for members of the class to bring in their chess games from home to be used in class or borrow a few sets from your school Chess Club. It is not a difficult game to learn, but it calls for a great deal of fore-thought and planning to be an effective player. Take a day or class period to teach the basic fundamentals (or invite a guest student to teach other students) or have the students who know how to play teach the others who do not know. After each person has played a few complete games, have them form groups of five playing against another group of five. One person makes the moves for each group but not before getting the concensus of the other four members. Or, you might try a group of five against one good player in the class and see how well the group does working together on every move. 4. Follow up discussion: How is a chess game like life?

GOAL 7: THE STUDENT WILL GENERALIZE THAT ANALYSIS OF GROUP INTERACTION CAN BE MADE THROUGH GROUP ROLE IDENTIFICATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ANALYSIS OF GROUP INTERACTION THROUGH GROUP ROLE IDENTIFICATION.	A. Students will identify different group members roles.	1. Teacher: Make copies of worksheet # 3 in appendix and distribute a copy to each person in the class. 2. Ask students to read the group member role descriptions silently. 3. Allow small groups of eight to discuss and give examples of the variety of roles defined in worksheet # 3.
	B. Students will identify through observation the group roles that individuals exemplify.	1. Have students break into groups of eight. Teacher should randomly assign half the groups to be designated A, and the other half B. 2. Ask all A groups to meet in small circles and make a decision on ..... 3. Make copies of Role Observation Sheets in appendix and hand them out to all members of group B. 4. B group will sit in an outer circle around A's circle. Each person in B will observe and record his observation on the Role Observation Sheet of 1 person in A. 5. At the end of the exercise, the student in B will meet with the student in A whom he observed and discuss his observation.

GOAL 8: THE STUDENT WILL GENERALIZE THAT EFFECTIVE BEHAVIOR IS CHOSEN THROUGH AN ACTIVE DECISION MAKING PROCESS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
EFFECTIVE BEHAVIOR IS CHOSEN THROUGH AN ACTIVE DECISION MAKING PROCESS FOR WHICH THE INDIVIDUAL IS RESPONSIBLE.	The student will deduce that, in the last analysis, he is responsible for his behavior.	1. Ask the students to formulate hypotheses to explain why some people (individuals), although coming from a deficient environment with poor heredity, are able to adjust their behavior patterns to produce a highly successful individual? 2. Ask students to formulate hypotheses to explain why some people with excellent heredity and rich, expanded environments develop very unrewarding, unsuccessful patterns of behavior? 3. Consider the fact that man must choose, for in not choosing, he is making a decision by indecision and, therefore, he is still responsible.
22 THE BEHAVIOR YOU CHOOSE AFFECTS THE BEHAVIOR OTHERS CHOOSE TOWARD YOU.		4. Action - Research: Have a male student volunteer to act , and appoint an observer. The acting experimenter will intentionally "bump" into the first student he sees walking in the hall. The experimenter will strongly reprimand the student he bumped into for being so clumsy and will instruct him to "watch where he is going." The experimenter adopts an attitude of belligerence. Meanwhile, the observer will record the reaction and responses of the bumped student. Have the students repeat the same procedure at least three different times, recording the results each time. Have the same students conduct a second part of the experiment. Act in the same manner, <u>except</u> when the student experimenter bumps a student in the hall, he will immediately apologize for his own clumsiness and say that he was very sorry that it happened.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		NOTE: The experiment is concerned with how your choice of behavior affects alternative responses in other people.

GOAL 9: THE STUDENT WILL GENERALIZE THAT IT WOULD BE A GIFT IF WE COULD SEE OURSELVES AS OTHERS SEE US.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
'WHAT A GIFT IT WOULD BE IF WE COULD SEE OURSELVES AS OTHERS SEE US" Robert Burns	The student will identify similarities and differences in the way a person perceives himself and the way in which he is perceived by others.	1. Have students write on a single sheet of paper one paragraph on how he sees himself. Examples: a. I see myself as _____ _____. b. In school, if I were asked to compete in a local high school quiz show to be shown on T.V. where questions on school subjects are asked of students who compete for prizes, I would feel_____ _____. C. If I were asked to compete in a "Sports Day" for my school, I would feel_____ _____. Because _____. 2. Use the A Test Manual for the How I See Myself Scale, develop by Ira J. Gordon of the Research and Development Council, 1968. 3. Use, The Search for Self: Evaluating Student Self Concept, by William Purkey of Research and Development Council, Summer, 1968, Gainesville, Florida. 4. Show the film, The Eye of the Beholder. Available at the A.V. center at Lindsey Hopkins (Board of Public Instruction, Dade County).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Have each student write down names of people in the groups whom they would choose to: a. Be stranded on a desert island with b. Lend $10.00 to c. Borrow $10.00 from d. Travel across country with e. Take care of your little brothers and sisters for the day f. Recommend for a job 6. Explain why you choose each person in group in a class (group) discussion. 7. Have students break into groups of four and have each person tell how he or she perceives each person in the group. Allow each person to get feed-back concerning how he or she appears to other persons - positives and negatives.

Worksheet # 1

APPENDIX A

HUMAN RELATIONS STUDY

NOTE: Do not use this survey without permission of the Assistant Principal for Curriculum.

Human relations is the recognition and appreciation of each person's background, heritage, and ideas.

PURPOSE

The purpose of this survey is to help the Human Relations Committee better evaluate the feelings of students and faculty at our school.

Our aim is to gain UNDERSTANDING ....

PROCEDURE

Please rate each of your opinions according to the following numerical scale:

1. Excellent
2. Good
3. Fair
4. Poor
5. Unsatisfactory
6. Undecided

In your opinion:

1. The human relations at school are _____.
2. Relations between the inter-racial groups at school are _____.
3. Relations between people of the same race are _____.
4. Relations between students and teachers are _____.
5. Relations between the students and the community are _____.
6. Relations between the Police and the students are _____.
7. How well do you get along with the students _____?
8. How well do you get along with the teachers _____?
9. What do you feel are the chances of improving the relations on campus _____?
10. Are you a member of a school organization _____?

11. If you had a serious problem in school, with whom would you discuss it? (Underline one)

1.	Administrator	4.	Friendly student
2.	Counselor	5.	No one
3.	Friendly Teacher	6.	Parents

... Please circle one in (a) and one in (b)

(a) Black White

(b) Female Male

COMMENTS:

Worksheet # 2

APPENDIX B

PROJECT CAMPUS CRISIS

by Jack A. Norris

PLACE: A large metropolitan university in a major city in the United States.

SITUATION: An ultra-radical activist student group has organized a "peaceful" protest demonstration against Racism, the Military-Industrial Complex, the RCTC, and the Ruling Elite Class of the univeristy (the Administration). A crowd of about 400 students has taken over several buildings, breaking windows, destroying files, and is threatening to burn the Administration Building if their demands are not met within 24 hours.

The "NON-NEGOTIABLE" student demands read:

"1. End racism by accepting 1,000 Black freshman with free tuition, room and board.
2. Abolish the Reserve Officer's Training Program.
3. Abolish Mandatory Class Attendance.
4. Abolish Tuition.
5. Abolish Final Exams.
6. Admit, tuition free, 1,000 'D' students from the bottom ½ of their high school classes.
7. Abolish grades and institute a pass-fail system of marking.
8. The 'Big-Pig' (the President of the University) must resign.
9. Forbid police access to campus so that students are not harassed and brutalized.

Signed,
The Concerned Students"

PROBLEM: You are the Vice-President of Student Affairs and in complete charge of the university while the President is on leave with a severe coronary thrombosis.

You must decide on the course of actions you will take and in what preferential order. The decisions and the responsibilities are yours.

(Continued)

Worksheet # 2 (Cont'd)

ALTERNATIVES OF ACTIONS

Instructions: Choose which action you would take first from the list below and mark "1" in the space provided to the left of the described action. Continue to number in numerical preference actions 2 through 13.

_____ Have several of the fraternity leaders organize a group of conservative students to remove the protestors.

_____ Call the police and have them arrest the leaders and disperse the crowd.

_____ Attempt to negotiate a settlement.

_____ Give in to their demands.

_____ Request the Governor to call in the National Guard to bring order to the campus.

_____ Threaten to suspend or expell the leaders of the demonstration.

_____ Announce that you are sending out photographers to take pictures of the demonstrators. The students in the photographs will be compared to student I.D. pictures and will be suspended. (purpose: disperse crowd)

_____ Threaten to remove the financial aid and/or scholarships granted to anyone actively participating.

_____ Close the university on a temporary basis.

_____ Resign your position.

_____ Offer to debate the issues with the leaders of the demonstration.

_____ Offer to have a student vote (referendum) on the issues to be decided.

_____ Allow a trial period of one month with all the innovations and with the students actively running the organization of the university.

WRITE A SHORT CREATIVE ALTERNATIVE OR COMMENT ON THE ABOVE.

Worksheet # 3

APPENDIX C

GROUP MEMBER ROLES

Adapted from Benne, Dennis, and Chin
By J. H. Croghan

TASK ROLES

Information Seeker
Opinion Seeker
Initiator - Contributor
Information Giver
Opinion Giver
Elaborator
Coordinator
Orienter
Evaluator - Critic
Energizer
Procedural Technician
Recorder

MAINTENANCE ROLES

Encourager
Harmonizer
Compromiser
Gate Keeper & Expediter
Standard Setter
Group Observer & Commentator
Follower

INDIVIDUAL ROLES

Aggressor
Blocker
Recognition Seeker
Playboy
Dominator
Help Seeker
Special Interest Pleader
Self - Confessor

GROUP MEMBER ROLES

TASK ROLES

INFORMATION SEEKER asks for clarification of suggestions made in terms of their factual adequacy, for authoritative information and facts pertinent to the problem being discussed.

OPINION SEEKER asks not primarily for the facts of the case, but for a clarification of the values pertinent to what the group is undertaking, or of values involved in a suggestion made or in alternative suggestions.

INITIATOR - CONTRIBUTOR suggests or proposes to the group new ideas or a changed way of regarding the group problem or goal. The novelty proposed may take the form of suggestions of new group goals or a new definition of the problem. It may take the form of a suggested solution or some way of handling a difficulty that the group has encountered. Or it may take the form of a proposed new procedure for the group, a new way of organizing the group for the task ahead.

INFORMATION GIVER offers facts or generalizations which are "authoritative" or relate to the group problem through his own experience.

OPINION GIVER states his belief or opinion pertinently to a suggestion made or to alternative suggestions. The emphasis is on his proposal of what should become the group's view of pertinent values, not primarily upon relevant facts or information.

ELABORATOR spells out suggestions in terms of examples or developed meanings, offers a rationale for suggestions previously made and tries to deduce how an idea or suggestion would work out if adopted by the group.

COORDINATOR shows or clarifies the relationships among various ideas and suggestions, tries to pull ideas and suggestions together or tries to coordinate the activities of various members or sub-groups.

ORIENTER defines the position of the group with respect to its goals by summarizing what has occurred, points to departures from agreed upon directions or goals, or raises questions about the direction which the group discussion is taking.

EVALUATOR - CRITIC subjects the accomplishment of the group to some standard or set of standards of group-functioning in the context of the group task. Thus, he may evaluate or question the "practicality," the "logic," "the facts," or the "procedure" of a suggestion or of some unit of group discussion.

ENERGIZER prods the group to action or decision, attempts to stimulate or arouse the group to "greater" or "higher quality" activity.

PROCEDURAL TECHNICIAN expedites group movement by doing things for the group - performing routine tasks, distributing materials, or manipulating objects for the group, e.g., re-arranging the seating or running the recording machine.

RECORDER writes down suggestions, makes a record of group decisions, or writes down the product of discussion. The recorder's role is "group memory."

GROUP MEMBER ROLES

MAINTENANCE ROLES

ENCOURAGER praises, agrees with, and accepts the contributions of others. He indicates warmth and solidarity in his attitude toward other group members, offers commendation and praise, and in various ways, indicates understanding and acceptance of other points of view, ideas, and suggestions.

HARMONIZER mediates the differences between other members, attempts to reconcile disagreements, relieves tension in conflict situations through jesting or pouring oil on the troubled waters.

COMPROMISER operates from within a conflict in which his idea or position is involved. He may offer compromise by yielding status, admitting his error, by disciplining himself to maintain group harmony, or by "coming half-way" in moving along with the group.

GATE-KEEPER and EXPEDITER attempt to keep communication channels open by encouraging or facilitating the participation of others ("We haven't gotten the ideas of Mr. X yet,") or by proposing regulation of the flow of communication ("Why don't we limit the length of our contributions so that everyone will have a chance to contribute?").

STANDARD SETTER or ego ideal expresses standards for the group to attempt to achieve in its functioning or applies standards in evaluating the quality of group processes.

GROUP-OBSERVER and COMMENTATOR keep records of various aspects of group process and feeds such data with proposed interpretations into the group's evaluation of its own procedures.

FOLLOWER goes along with the movement of the group, more or less passively accepting the ideas of others, serving as an audience in group discussion and decision.

Worksheet # 3 (Cont'd)

GROUP MEMBER ROLES

INDIVIDUAL ROLES

AGGRESSOR may work in many ways -- deflating the status of others, expressing disapproval of the values, acts, or feelings of others, attacking the group or the problem it is working on, joking aggressively, showing envy toward another's contribution by trying to take credit for it.

BLOCKER tends to be negativistic and stubbornly resistant, disagreeing and opposing without or beyond 'reason' and attempting to maintain or bring back an issue after the group has rejected or by-passed it.

RECOGNITION SEEKER works in various ways to call attention to himself, whether through boasting, reporting on personal achievements, acting in unusual ways, struggling to prevent his being placed in an 'inferior' position, etc.

PLAYBOY makes a display of his lack of involvement in the group discussion or group's processes. This may take the form of cynicism, nonchalance, horseplay, and other more or less studies forms of 'out of field' behavior.

DOMINATOR tries to assert authority or superiority in manipulating the group or certain members of the group. This domination may take the form of flattery, or asserting a superior status or right to attention, giving directions authoritatively, interrupting the contribution of others, etc.

HELP SEEKER attempts to call forth 'sympathy' response from other group members or from the whole group, whether through expressions of insecurity, personal confusion, or depreciation of himself beyond 'reason'.

SPECIAL INTEREST PLEADER speaks for 'the people', the 'little fellow', the 'member-who-doesn't-get-a-chance', the 'grass-roots community', the 'students', etc. usually cloaking his own prejudices or biases in the stereotype which best fits his individual needs.

SELF-CONFESSOR uses the audience opportunity which the group setting provides to express personal, non-group oriented 'feelings', 'insights', 'ideology', etc.

Worksheet # 3 (Cont'd)

ROLE OBSERVATION SHEET

TASK ROLES	Information Seeker						
	Opinion Seeker						
	Initiator - Contributor						
	Information Giver						
	Opinion Giver						
	Elaborator						
	Coordinator						
	Orienter						
	Evaluator - Critic						
	Energizer						
	Procedural Technician						
	Recorder						
MAINTENANCE ROLES	Encourager						
	Harmonizer						
	Compromiser						
	Gate-Keeper						
	Standard Setter						
	Group Observer						
	Follower						

ROLE OBSERVATION SHEET (CONT'D)

INDIVIDUAL ROLES	Aggressor						
	Blocker						
	Recognition Seeker						
	Playboy						
	Dominator						
	Help Seeker						
	Special Interest Pleader						
	Self - Confessor						

APPENDIX D

DECISION BY CONSENSUS

AIM: Experiencing how group decisions are made and how groups can work together to solve a common problem. Experiencing and illustrating the novel. Understanding the characters in a novel. Becoming aware of group interaction and how to function better in a group situation.

FORMAT: NASA - Decision by Consensus

First Section (to be taken by individuals). Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Because of mechanical difficulties, however, your ship was forced to land at a spot some two hundred miles from the rendezvous point. During the landing, much of the ship and the equipment aboard were damaged, and since survival depends on reaching the mother ship, the most critical items still available must be chosen for the two-hundred-mile trip. Below are listed the fifteen items left intact and undamaged after landing. Your task is to rank them in order of their importance in allowing your crew to reach the rendezvous point. Place the 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

____ Box of matches
____ Food concentrate
____ 50 feet of nylon rope
____ Parachute silk
____ Portable heating unit
____ Two .45-caliber pistols
____ One case of dehydrated milk
____ Two 100-pound tanks of oxygen
____ Map of the stars as seen from the moon
____ Life raft
____ Magnetic compass
____ 5 gallons of water
____ Signal flares
____ First-aid kit containing injection needles
____ Solar-powered FM receiver-transmitter

DECISION BY CONSENSUS (CONT'D)

Second Section (group consensus). This is an exercise in group decision-making. Your group is to employ the method of group consensus in reaching its decision. This means that the prediction for each of the fifteen survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which <u>all</u> group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the the basis of logic.

2. Avoid changing your mind only in order to reach agreement and eliminate conflict. Support only solutions with which you are able to agree to some extent, at least.

3. Avoid conflict-reducing techniques such as majority vote, averaging, or trading in reaching decisions.

4. View differences of opinion as helpful rather than as a hindrance in decision-making.

On the Group Summary Sheet, place the individual rankings made earlier by each group member. Take as much time as you need in reaching your group decision.

NOTE TO TEACHER: Key on following page.

DECISION BY CONSENSUS (CONT'D)

KEY: Take the difference between your ranking and the ranking on the key. Add the differences. The lower the score the better. These answers are based on the best judgments that are now available to you. They are not absolute answers.

15	Box of matches	Little or no use on the moon.
4	Food concentrate	Supply daily food required.
6	50 feet of nylon rope	Useful in tying injured together; helpful in climbing.
8	Parachute silk	Shelter against sun's rays.
13	Portable heating unit	Useful only if party landed on dark side of moon.
11	Two .45-caliber pistols	Self-propulsion devices could be made from them.
12	One case of dehydrated milk	Food; mixed with water for drinking.
1	Two 100-pound tanks of oxygen	Fills respiration requirement.
3	Map of the stars as seen from the moon	One of the principal means of finding directions.
9	Life raft	CO_2 bottles for self-propulsion across chasms, etc.
14	Magnetic compass	Probably no magnetized poles; thus useless.
2	5 gallons of water	Replenishes loss by sweating, etc.
10	Signal flares	Distress call when line of sight possible.
7	First-aid kit containing injection needles	Oral pills of injection valuable.
5	Solar-powered FM receiver-transmitter	Distress-signal transmitter - possible communic ation with mother ship.

MATERIALS:

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

PERCEIVING, BEHAVING, BECOMING. A New Focus for Education, 1962 Yearbook. Association for Supervision and Curriculum Development. (Mail orders to: National Education Association of the United States Publications, 16th Street, N. W., Washington, D.C. 20036)

Jourard, S. M. Transparent Self. New York: Van Nostrand-Reinhold Books, revised ed., 1969.

II. ALTERNATE STUDENT AND CLASS MATERIAL:

American Council on Education. Literature for Human Understanding. Washington, D.C. The Council NEA, n.d.

Axline, Virginia M. Dibs in Search of Self. New York: Ballantine Book, Inc., 1964.

Fenton, Edwin, ed. Introduction to Behavioral Science an Inquiry Approach. New York: Holt Rinehart and Winston, Inc., 1969.

Frankl, Victor E. Man's Search for Meaning. New York: Washington Square Press, Inc., 1968.

Fromm, Erich. The Art of Loving. New York: Harper and Row, 1956.

Gordon, Ira J. A Test Manual for the How I See Myself Scale. Gainesville, Florida. Research and Development Council, 1968.

May, Rollo. Man's Search for Himself. New York: The New American Library, Inc., 1967.

Purkey, William W. The Search for Self: Evaluating Student Self-Concept. Vol. 4, No. 2, Gainesville, Florida: Research and Development Council, Summer, 1968.

Sociological Resources for the Social Studies, Images of People. Boston: Allyn and Bacon, Inc. 1969.

III. TEACHER REFERENCE MATERIAL:

Berne, Eric. Games People Play. New York: Grove, 1969.

Brown, George I. Human Teaching for Human Learning. New York: Viking Press, 1971.

Division of Instruction, Dade County Public Schools. Human Relations, Curriculum Bulletin - 9L. Miami, Florida: 1971.

Doherty, Michael F. and Shemberg, Kenneth M. Asking Questions About Behavior. Glenview, Illinois: Scott Foresman and Company, 1970.

Morris, Desmond. Human Zoo. New York: McGraw-Hill, 1969.

Roni, Frank. Voices of Dissent: Positive Good or Disruptive Evil? Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970.

Shostrom, U. Everitt L. Man, The Manipulator. (The Inner Journey from Manipulation to Actualization) New York: Bantam Books, 1968.

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IV. AUDIO-VISUAL:

A. Films: (The films listed below are available for teachers in the Dade County Schools)

				Dade County Number
Anger At Work	20' B&W			1-10069
Belonging to the Group	16' B&W			1-10112
Black History: Lost, Strayed, or Stolen	Part I	27'	C	1-31624
	Part II	27'	C	1-31629
Boundary Lines	10' C			1-00314
Civil Rights Movement: Historical Roots	16' B&W			1-13504
Civil Rights Movement: Mississippi Summer Project	17' B&W			1-13509
Civil Rights Movement: The North	23' B&W			1-31699
Civil Rights Movement: The Personal View	25' B&W			1-31689

Films: (Cont'd)

Civil Rights Movement: The South	28' B&W	1-31694
Control Your Emotions	13' B&W	1-10070
Crime in the Cities	30' B&W	1-30076
Criminal Justice in the United States	32' B&W	1-30046
Developing Self-Reliance	11' B&W	1-00570
Developing Your Character	10' B&W	1-00775
Does It Matter What You Think?	15' B&W	1-10119
Don't be a Sucker	20' B&W	1-10124
Effective Listening	15' B&W	1-13334
Effective Criticism	10' B&W	1-00572
Equality Under the Law: The Lost Generation of Prince Edward County	25' C	1-31577
Eye of the Beholder	30' B&W	1-30023
Facing Reality	12' B&W	1-00166
Heritage of Slavery	Part I 27' C	1-31659
	Part II 26' C	1-31664
History of the Negro in America - 1861-1877. Civil War and Reconstruction	20' B&W	1-13519
History of the Negro in America - 1877 - Today: Freedom Movement	20' B&W	1-13524
How Much Affection?	20' B&W	1-00091
Justice Under the Law: The Gideon Case	23' C	1-31578
Making Yourself Understood	14' B&W	1-10402
Person-to-Person Communication	13'C	1-10063
Personality and Emotions	13' B&W	1-10045
Portrait in Black and White	Part I 27' B&W	1-31649
	Part II 27' B&W	1-31654
Preface to a Life	29' B&W	1-31358
Propaganda Techniques	10" B&W	1-00308
Public Opinion	11' B&W	1-00305
Say What You Mean	20' B&W	1-13332
Screen News Digest (Vol. 5, Issue 6) 1932 - Effects of Depression - Hunger Marchers - Veteran Riots - Rise of Hitler	23' B&W	1-12687

Films: (Cont'd)

Sense Perception	Part I	27'	C	1-30024
	Part II	28'	C	1-30025
The Show-Off	10'	B&W		1-00275
The Troublemaker	14'	B&W		1-10102
Understanding Others	12'	C		1-10061
Understanding Your Ideals	14'	B&W		1-10108
Visual Perception	19'	C		1-10667
Ways to Settle Disputes	10'	B&W		1-00299
What About Prejudice?	11'	B&W		1-00277
Where is Prejudice?	Part I	30'	B&W	1-31614
	Part II	30'	B&W	1-31619

B. **Filmstrips:**

Dare to be Different
Failure: A Step Towards Growth
I Never Looked at it That Way Before
Somebody's Cheating!
Think of Others First
The Tuned-Out Generation
Values for Teenagers: The Choice is Yours
Your Personality: The You Others Know

(All of the above filmstrips are sound filmstrips and may be ordered from Guidance Associates, Pleasantville, New York 10570)

C. **Games:**

Dangerous Parallel, Scott Foresman and Company
Generation Gap, Western Publishing Company